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AUTHOR Selke, Mary J.; Collins, Martha D.
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ABSTRACT

This study explored what impact mothers having doctorates and being professors has on their children. A survey of 55 women professors with doctoral degrees was conducted, examining number of children, age and marital status, variables related to doctoral degrees, institutional variables, rank and tenure status, position descriptors and related responsibilities, considerations when seeking a position, advantages and disadvantages of a doctorate from children's and mother's perspectives, and support systems. Twice as many respondents were currently married as were divorced, and 5.5 percent had never been married. Numbers of children ranged from 1 to 6. Average number of hours in a typical workday ranged from 6 to 15, with most respondents putting in 9-12 hours. The average hours in a workday for nonparents ranged from 8-11 hours, while average hours for parents ranged from 6-15. Advantages of the mothers' doctorate, perceived by their children, included pride in the mother's position, the children's limitless potential for development, and the family emphasis on education. Advantages cited by mothers were financial considerations and knowledge of the ins and outs of the higher education system. Disadvantages included lack of time, stress, and not being as "domestic" as they would like. Women with doctorates would benefit from better support systems in general and better financial support. (JDD)

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ED 368 676

Dr. Mom Project

American Association of Colleges for Teacher Education

SSG: Gender Issues in Education

Mary J. Selke

College of Education

University of Northern Iowa

Martha D. Collins

College of Education

East Tennessee State University

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At the AACTE meeting in San Diego, CA, in February, 1993, persons in attendance at a meeting of the Special Study Group (SSG) on Gender Issues in Education were brainstorming future research possibilities. The last idea suggested was that of a study to explore what impact mothers having doctorates and being professors has on their children. The reaction in the room indicated that the idea of exploring the impact of mothers' professorial duties on their children had probed a common nerve.

Preliminary database searches revealed some interesting tangential studies but nothing directly addressed some of the questions that had been raised. We decided to begin by exploring funding options to do a series of case studies on children of female professors holding the doctorate.

An initial inquiry to a prospective source of funding was met with surprise and the polite rebuff that we would probably have trouble finding such children. After all, women who teach in higher education settings wait to do so until their children are grown or are women who do not have children.

That statement did not reflect the demographic profiles of the female professors we knew. Could it be that professional women encountered in doctoral classes, on campuses, and through organizations such as AACTE were all exceptions to the norm? That was doubtful. On the other hand, what quantifiable argument could be offered to the contrary? We realized that, prior to exploring the world of "Dr. Mom", we would have to come up with some concrete evidence that the entity of "Dr. Mom" does exist and is not an exception to a stereotypical rule.

Research Procedures

Toward this end, a survey seeking to elicit basic, descriptive information was mailed to all members (N = 66) of the American Association of Colleges for Teacher Education's (AACTE) Special Study Group (SSG) on Gender Issues in Education during the summer of 1993. Members of the surveyed population were all employed in higher education positions on AACTE member campuses.

Some of the nominal variables explored were: number of children, age and marital status, variables related to the award of the doctoral degree, institutional variables, rank and tenure status, position descriptors and related responsibilities. Three open-ended essay questions were included that elicited respondents' top three considerations when seeking a position in higher education and addressed children's and mothers' perceptions of the advantages and/or disadvantages of a female parent working in a professorial position. Participants were then asked what support systems or reforms would be helpful to women, especially women with children, who wish to pursue careers in higher education. Finally, respondents were asked if they had related insights to offer or comments to make.

Data analysis procedures of the nominal portion of the survey were performed with the assistance of SPSS, version 4.1, computer software. Following descriptive analysis of the resulting data, a series of crosstabulation measures were performed to ascertain the association of the dependent variable, did the respondent have children, with the independent variables: items comprising the remainder of the closed-ended questions. Thematic

analysis of narrative responses to open-ended questions was performed to observe frequencies of common responses.

Results

Of the 66 surveys mailed out, 57 were mailed back, resulting in a return rate of 86.4%. The return rate may be inflated a bit due to the invitation printed on the surveys to copy the survey form and share it with interested colleagues. This may have resulted in more than 66 surveys being distributed. Although the respondents all met the basic qualifications for participation in the survey - a doctoral degree and a professorship in a United States college or university - respondents may have consisted of professors not in the SSG or perhaps not even in AACTE member institutions. It was not possible to determine whether or not this was the case because surveys were returned anonymously: follow-up on unreturned surveys was not intended due to the preliminary nature of the pilot study.

One of the 57 returned surveys was unable to be used because it was returned completely blank. Another survey, although complete, was from a male respondent. Although one of our original hopes had been to compare male and female responses, using a single survey as a basis of comparison was not realistic and could also have jeopardized the anonymity of the respondent. Therefore, 55 surveys were subjected to analysis procedures.

Number of Children

Contrary to the belief of the funding agency representative mentioned earlier in the report, 48 (87.3%) of the respondents

currently had children. Twenty-three parents had two (41.8%) children and an addition eleven (20.0%) had one child. Numbers of children ranged from one child to six children (1.8%). Thirty-one of the parents were married at the time of the survey and seventeen were single parents.

Children's ages varied greatly at all stages of doctoral and subsequent work. Fifteen of the respondents had young children between ages one and five when beginning the doctorate, and two still have young children (see Table 18).

Age and Marital Status

Respondents' ages ranged from 37 to 64. The largest percentage of respondents (36.4%) were in the 46 - 50 age group; the smallest percentage (3.6%) occurred in the 37 - 40 age group. An additional 3.6% of the respondents chose not to divulge their ages.

Approximately twice as many respondents were currently married (61.8%) as were divorced (32.7%). An additional 5.5% had never been married. None of the respondents reported being widowed.

It was noted that separated/divorced respondents were more likely to earn a doctorate after age 40 (70.6% of the 18 separated or divorced respondents), while those who are currently married were more likely to earn a doctorate prior to age 40 (69.7% of the 34 married respondents).

Variables Related to Doctoral Degrees

The number of years between the master's and doctoral degrees varied from one or two years (16.7%) to 21 to 22 years (5.4%). Most

respondents reported a span of five to six years (23.6%) between the two degrees, followed closely by students who earned doctoral degrees three to four years after the master's (20.0%).

Ages at which respondents received their doctorates also varied, with the largest group (29.2%) doing so between ages 41 and 45. Despite this being the largest five-year age interval in which respondents earned doctorates, it is of interest that the cumulative percent of doctorates by age 45 was 83.8% for this sample.

Upon consideration of this information, it comes as no surprise that the year of doctorate ranged from 1966 to 1993. Approximately half of the sample earned the degree by 1980 (50.9%) and the other half did so by 1993.

In regard to the type of doctorate held by respondents, 24 (43.6%) held an Ed.D. degree. The remaining 32 (56.4%) held the Ph.D. degree.

Of the 48 respondents who currently have children, 35 had at least one child upon beginning doctoral study. Six had their first child during their doctoral programs. An additional seven had their first child after completing doctoral study.

Institutional Variables

Thirty respondents (54.5%) work at institutions that award doctoral degrees. An addition eighteen (32.7%) work at institutions awarding the master's degree or offering post-master's coursework as their highest degree. Six (10.9%) were from purely undergraduate institutions while one person (1.8%) did not respond to this item.

A majority (65.5%) of the respondents were from public

institutions. The next largest group of fourteen (25.5%) hailed from private church-related schools. Finally, five (9.1%) were from private schools that were not church-related.

Review of NCATE status indicated once again that a majority (74.5%) of respondents' institutions were fully accredited by NCATE. However, an additional eleven schools (20.0%) do not seek NCATE accreditation. Two more (3.6%) were not accredited and one (1.8%) did not respond.

Rank and Tenure Status

Twenty-six of the respondents were full professors (47.3%), nine (16.4%) were associate professors, and sixteen (29.1%) were assistant professors. Single respondents (1.8%) also indicated that they were either an instructor, a visiting professor, or an administrator without rank. An additional participant did not respond to this question.

Although respondents at all levels of the academic hierarchy had children, it is notable that, of the seven respondents who did not have children, five were deans, one was an associate professor, and the other was an unranked administrator.

Ten (18.2%) of the respondents held positions in which tenure was not applicable. Slightly more than half (54.5%) of the respondents were tenured. In addition to the 30 respondents with tenure, an additional 15 (27.3%) were currently in tenure - track positions. Two had a year to go until the tenure decision, four had two years to go, five anticipated a tenure decision in three years, two more in four years, and one person looked forward to a tenure

decision in five or six years, respectively. Forty-two (76.4%) of the respondents had never been denied tenure. Thirteen (23.6%) chose not to respond. This could have been because, not yet having reached the point of a tenure decision, it was not possible to fully answer the question.

Position Descriptors and Related Responsibilities

Position descriptors were non-exclusive: participants were free to check more than one response (see Table 9). Considering the largest frequencies of selections, many of the respondents described their positions as full-time jobs (58.2%) that combined teaching and research (49.1%). Sixteen (29.1%) were deans, three (5.4%) were associate or assistant deans, and fourteen (25.5%) had program co-ordinator duties.

Average number of hours in a typical workday ranged from six (5.5%) to fifteen (1.8%), with most respondents putting in nine (23.6%), ten (16.4%), or twelve (12.7%) hour days. Days away overnight in an average month were relatively low, with a cumulative percent of 78.2% indicating they were away overnight on business-related travel for no (25.5%), one (20.0%), two (20.0%), or three (12.7%) nights.

The range of average hours in a workday for non-parents ranged from eight to eleven hours, with 28.5% putting in more than nine hours per day. The span of average hours in a workday was more expansive for parents, ranging from six hours per day to an average of fifteen hours per day, with 35.3% putting in more than nine hours per day (see Table 16). This would seem to dispel another myth

often prevalent in the workplace that parents do not put in as many long hours as do professionals with no children.

Top Three Considerations When Seeking a Position

The primary consideration when seeking a position was the same for respondents with children and those with no children (see Table 20). Twenty-one (43.8%) of the respondents with children and four (57.1%) of the respondents with no children ranked this factor among their top three considerations. Personal ability to fit with the position description was the second most frequent response descriptor for both groups. The third most often cited job search consideration for parents was work environment or atmosphere while non-parents put geographical location in third place for most frequently mentioned consideration.

Advantages of a Doctorate: Children's and Mothers' Perspectives

Positives most often associated with the doctorate varied for children and their mothers (see Table 21). Fifteen of the mothers surveyed indicated that pride in Dr. Mom's position or the status it brings would be considered an advantage of the doctorate by their children. Second most frequently mentioned was the emphasis on college and the related ability to be "college wise": knowledgeable of the ins and outs of higher education's systems. Also often-cited was the limitless potential children assume as a result of the role model provided by their mothers.

Mothers were most apt to cite financial advantages, with ten mentioning that they felt better able to provide for their

children's educations before and during the college years as a result of their positions. Limitless potential and role modeling was the second most popular response combination, followed closely by the emphasis on education and "college wise" mindset that mothers predicted their children would cite if asked. (Several stated that they did indeed ask their children to respond to these questions.)

Disadvantages of a Doctorate: Children's and Mothers' Perspectives

Disadvantages comprised a much shorter list following thematic analysis of narrative responses (see Table 22). In this area, children and mothers were in complete agreement. The biggest disadvantage to a professorial position requiring a doctorate was lack of time. Related descriptors included long hours, inconvenient schedules, and job responsibilities taking priority. Stress was the second most mentioned factor, discussed in terms of anxiety, campus politics, and discrimination leveled against Dr. Mom. The third area of concern was not being able to be as "domestic" as the mothers or their families would like. It is worthy of note that twice as many mothers as children noted this concern.

What Systems Would Assist Dr. Moms in Higher Education?

Desired systems can be divided into two thematic areas, the first of which is better support (see Table 23). This is an overriding category that covers everything from better quality, on-site, affordable day and after school care (the most popular response) to better self-support via effective time management techniques. Also included is support from one's partner and family,

assistance with household chores, support networks and groups, better support among women, successful women who are willing to serve as mentors, administrative support, and campus/societal support for women in the professoriate.

The second area could be considered support also, but of a more specialized nature. Financial support for women also needs to improve. This ranges from better, more equitable compensation to better leave policies and assistance with employment for male spouses when the family relocates so that Dr. Mom can take a new position.

Post-scripts

Perhaps the most fascinating reading came as a result of the, "anything else you would like to share?" nature of the final question on the survey. Most of the writing Dr. Moms do is rather formal in nature. It was memorable to read responses that were "from the heart". A few examples:

"The title of your project grabbed my attention: my sons use that phrase to refer to me often."

"Where do I meet my equals, anyway? Dr.'s generally are out for young, beautiful, thin dependents. My complaint is, I just don't have a life - except work. I like to work, but I cry at Hallmark commercials and couples in the parking lot on Friday nights."

"Those of us without families have concerns, too. We are often expected to do the "odd" duties and hours because we 'don't need to get home to our families'."

"My children became each others' father/mother/sister/brother and best friends. They still are as adults, spread from California to Texas."

"When I enrolled in grad school as a re-entry woman, the Graduate Co-ordinator called me and spent 30 minutes trying to talk me out of it. Among several other insulting things, he reminded me that a graduate education was very expensive and any funds they would have to spend on me could be much better used to support some bright young man who could make a real contribution to the field - his exact words!" (doctorate in 1983)

"Is there any interest in looking at the impact a woman's doctorate has on marriages? I've heard many theories and believe there is clearly something going on and not necessarily something good."

"I once explained my love of education to my oldest son by comparing it to his absorption in playing the bass guitar. It was the first time he realized how serious I was about being a scholarwoman."

Conclusion

Now that the myth of Dr. Mom has been shown to be a reality, a panorama of questions arise, among them: Are there common trends and issues among children of female professors? Would the same issues be expected with any professional mothers? Does the gender of the children make a difference? Is the timing of the doctorate in a woman's career path and life cycle a factor? How do a doctoral degree and subsequent professorial duties impact the lives of female

professors and their families? What are some of the common issues related to career paths, dual career couples, and the impact of a professorial position on children? We challenge members of our AACTE SSG to expand on and explore these questions.

Role theory and socialization literature indicates that socialization is a multi-dimensional, interactive process: our work/home/professional/personal environments impact us and we impact them and the people therein. Roles are not enacted in a vacuum. Female professors cannot escape the challenges of combining work and family that are faced by all working women in our society.

The first topical strand of the 1994 AACTE conference speaks to career stages and the developmental needs of practicing teachers. Data generated by this descriptive survey presents a sample profile of female educators teaching on the college and university levels. This pilot survey is only a first step in exploring developmental issues in the career stages of women in the professoriate in order to identify support systems and reforms that could benefit female professors, their families, and their profession. Exploration of these crucial issues provides perspectives that can assist in the identification of support systems and reforms designed to benefit female professors, their families, and the academic culture in which we all live and work.

TABLE 1

Pilot Survey: Doctor Mom Project

Current Ages of Respondents (summer, 1993)

Ages of Respondents	Frequency	Percent	Cum Percent
37 - 40	2	3.6%	3.6%
41 - 45	13	23.6%	27.2%
46 - 50	20	36.4%	63.6%
51 - 55	12	21.9%	85.5%
56 - 60	3	5.4%	90.9%
61 - 64	3	5.4%	96.3%
no response	2	3.6%	100.0%
	n = 55	100.0%	

TABLE 2

Pilot Survey: Dr. Mom Project

Current marital status of respondents (summer, 1993)

Current Marital Status	Frequency	Percent
Married	34	61.8%
Separated or Divorced	18	32.7%
Single, Never Married	3	5.5%
Widowed	0	0.0%
	n = 55	100.0%

TABLE 3

Pilot Survey: Doctor Mom Project

Number of Years Between Baccalaureate and Master's Degrees

Number of years	Frequency	Percent	Cum Percent
1 - 2	9	16.4%	16.4%
3 - 4	12	21.8%	38.2%
5 - 6	11	20.2%	58.4%
7 - 8	7	12.7%	71.1%
9 - 10	2	3.6%	74.7%
11 - 12	3	5.4%	80.1%
13 - 14	5	9.1%	89.2%
15 - 16	2	3.6%	92.8%
17 - 18	1	1.8%	94.6%
19 - 20	3	5.4%	100.0%
	n = 55	100.0%	

TABLE 4

Pilot Survey: Doctor Mom Project

Number of Years Between Master's and Doctoral Degrees

Number of years	Frequency	Percent	Cum Percent
1 - 2	9	16.7%	16.7%
3 - 4	11	20.0%	36.7%
5 - 6	13	23.6%	60.0%
7 - 8	5	9.1%	69.4%
9 - 10	0	0.0%	69.4%
11 - 12	3	5.4%	74.8%
13 - 14	3	5.4%	80.2%
15 - 16	3	5.4%	85.6%
17 - 18	3	5.4%	91.0%
19 - 20	2	3.6%	94.6%
21 - 22	3	5.4%	100.0%
	n = 55	100.0%	

TABLE 5

Pilot Survey: Doctor Mom Project

Ages at Which Respondents Earned Their Doctoral Degrees

Ages of Respondents	Frequency	Percent	Cum Percent
21 - 25	1	1.8%	1.8%
26 - 30	9	16.4%	18.2%
31 - 35	10	18.2%	36.4%
36 - 40	10	18.2%	54.6%
41 - 45	16	29.2%	83.8%
46 - 50	6	10.8%	94.6%
51 - 55	1	1.8%	96.4%
no response	2	3.6%	100.0%
	n = 55	100.0%	

TABLE 6

Pilot Survey: Doctor Mom Project

Years in Which Respondents Were Awarded the Doctorate

Years	Frequency	Percent	Cum Percent
1966 - 1970	4	7.3%	7.3%
1971 - 1975	11	19.9%	27.2%
1976 - 1980	13	23.7%	50.9%
1981 - 1985	5	9.1%	60.0%
1986 - 1990	14	25.5%	85.5%
1991 - 1993	8	14.5%	100.0%
	n = 55	100.0%	

TABLE 7

Pilot Survey: Doctor Mom Project

Respondents' Academic Ranks

Academic Ranks	Frequency	Percent	Cum Percent
Instructor	1	1.8%	1.8%
Visiting Professor	1	1.8%	3.6%
Assistant Professor	16	29.1%	32.7%
Associate Professor	9	16.4%	49.1%
Full Professor	26	47.3%	96.4%
Administrator (not ranked)	1	1.8%	98.2%
Other/No response	1	1.8%	100.0%
	n = 55	100.0%	

TABLE 8

Pilot Survey: Doctor Mom Project

Tenure Status of Respondents

Ages of Respondents	Frequency	Percent	Cum Percent
Currently Tenured	30	54.5%	54.5%
Tenure-track	15	27.3%	81.8%
Tenure Concept Not Applicable to Position	10	18.2%	100.0%
	n = 55	100.0%	

TABLE 9

Pilot Survey: Doctor Mom Project

Non-exclusive Descriptors of Respondents' Positions

Position Descriptors	Frequency	Percent of Respondents
Full-time	32	58.2%
Teaching/Research	27	49.1%
Administrative Duties	18	32.7%
Dean	16	29.1%
Program Co-ordinator	14	25.5%
Field Supervision	12	21.8%
Department Chair	7	12.7%
Assistant Dean	2	3.6%
Teaching Only	2	3.6%
Associate Dean	1	1.8%
Part-time	1	1.8%
Other	1	1.8%
Research Only	0	0.0%

TABLE 10

Pilot Survey: Doctor Mom Project

Respondents' Average Hours in a Typical Workday

Average hours per day	Frequency	Percent	Cum Percent
6	3	5.5%	5.5%
8	6	10.9%	16.4%
9	13	23.6%	40.0%
10	9	16.4%	56.4%
11	6	10.9%	67.3%
12	7	12.7%	80.0%
13	2	3.6%	83.6%
14	3	5.5%	89.1%
15	1	1.8%	90.9%
other/no response	5	9.1%	100.0%
	n = 55	100.0%	

TABLE 11

Pilot Survey: Doctor Mom Project

Average Number of Nights Away Overnight per Month

Nights per month	Frequency	Percent	Cum Percent
0	14	25.5%	25.5%
1	11	20.0%	45.5%
2	11	20.0%	65.5%
3	7	12.7%	78.2%
4	5	9.1%	87.3%
5	4	7.3%	94.5%
6	2	3.6%	98.2%
7	0	0.0%	0.0%
8	1	1.8%	100.0%
	n = 55	100.0%	

TABLE 12

Pilot Survey: Doctor Mom Project

Do Respondents Have Children?

Do you have children?	Frequency	Percent	Cum Percent
Yes	48	87.3%	87.3%
No	7	12.7%	100.0%
	n = 55	100.0%	

TABLE 13

Pilot Survey: Doctor Mom Project

How Many Children Do Respondents Currently Have?

Number of Children	Frequency	Percent	Cum Percent
0	7	12.7%	12.7%
1	11	20.0%	32.7%
2	23	41.8%	74.5%
3	8	14.5%	89.1%
4	4	7.3%	96.4%
5	1	1.8%	98.2%
6	1	1.8%	100.0%
	n = 55	100.0%	

TABLE 14

Pilot Survey: Doctor Mom Project

Crosstabulation: Children by Current Marital Status

Children?	Married	Single	Separated/Divorced
Yes	31	1	16
No	3	2	2
Total	34	3	18

TABLE 15

Pilot Survey: Doctor Mom Project

Crosstabulation: Children by Academic Rank

Children?	Instr.	Visit. Prof.	Asst. Prof.	Assoc. Prof.	Full Prof.	Adm.	Other
Yes	1	1	16	8	21	-	1
No	-	-	-	1	5	1	-
Total	1	1	16	9	26	1	1

TABLE 16

Pilot Survey: Doctor Mom Project

Crosstabulation: Children by Average Hours in a Workday

Children?	6 Hrs	7 Hrs	8 Hrs	9 Hrs	10 Hrs	11 Hrs	12 Hrs	13 Hrs	14 Hrs	15 Hrs	No Resp
Yes	3	0	5	9	8	5	7	2	3	1	5
No	0	0	1	4	1	1	0	0	0	0	0
Total	3	0	6	13	9	6	7	2	3	1	5

TABLE 17

Pilot Survey: Doctor Mom Project

Crosstabulation: Number Children When Beginning/Ending Doctorate for Respondents Who Currently Have Children (n = 48)

	Number of Children						
Stage of Doctoral Study	0	1	2	3	4	5	6
Beginning Doctoral Work	13	6	18	5	4	1	1
Ending Doctoral Work	7	12	18	5	4	1	1

TABLE 18

Pilot Survey: Doctor Mom Project

Youngest Child: Age At Beginning of Doctorate, Ending, & Currently

Youngest Child	Beginning Doc.	Ending Doc.	Current
No children	20	14	7
Age 1 - 5	15	12	2
Age 6 - 10	11	10	6
Age 11 - 15	5	10	7
Age 16 - 20	3	6	12
Age 21 - 25	0	2	12
Age 26 - 30	1	0	2
Age 31 - 35	0	1	7

TABLE 19

Pilot Survey: Doctor Mom Project

Crosstabulation: Age at Doctorate by Current Marital Status

Age at Doctorate	Married	Single	Separated/Divorced
21 - 25	1	0	0
26 - 30	8	0	1
31 - 35	5	2	3
36 - 40	9	0	1
41 - 45	8	1	7
46 - 50	2	0	4
51 - 55	0	0	1
No response	1	0	1
Total	34	3	18

TABLE 20

Pilot Survey: Dr. Mom Project

What Are Your Top Three Considerations When Seeking a Position?

(Descriptors coded from narrative responses)

	Children	No Children
Salary/Benefits	21	4
"Fit"/Position Description	18	3
Work Environment/Atmosphere	17	1
Opportunity for Growth/Advancement	12	1
Geographic Location	11	3
Perceived Efficacy	10	2
Quality of Department	10	1
Family Issues	9	0
Institution's Values	7	0
Financial Support Available	6	0
Flexibility of Position/Hours	5	1
Administrative Support	4	0

TABLE 21

Pilot Survey: Dr. Mom Project

Perceived Advantages of the Doctorate: Children and Mothers

(Descriptors coded from narrative responses)

	Children	Mothers
Pride in Mother's Position	9	3
Limitless Potential for Development	8	4
Emphasis on Education	8	5
Financial Advantages	7	10
Wider Experiences (Travel, New People)	7	5
Status of Position	6	3
"College-Wise"/Share Academic Environment	5	8
Independence, Responsibility	5	6
Mom Happy with Job	4	4
Flexibility in Work Schedule	2	4
Role Model	2	5
Good Quality of Life/Work Environment	2	2
See Dad a Lot, Too	2	0

TABLE 22

Pilot Survey: Dr. Mom Project

Perceived Disadvantages of the Doctorate: Children and Mothers

(Descriptors coded from narrative responses)

	Children	Mothers
Lack of Time/Long Hours/Inconvenient Schedules	15	12
Stress (Anxiety, Politics, Discrimination)	6	3
Job Responsibilities a Priority	4	4
Not as "Domestic" Anymore	3	6
Low Pay Compared to Years of Schooling	1	-
When Both Parents Are "Dr. _____"!	1	-

TABLE 23

Pilot Survey: Dr. Mom Project

What Support Systems Would Assist Women with Families Who Wish to Pursue a Career in Higher Education?:

(Descriptors coded from narrative responses)

Quality, On-Site, Affordable Day/After School Care	20
Better Financial Compensation/Scholarships	8
Supportive Partner/Family	7
Better Leave Policies: Flexible, Paid, Longer	5
Mentors (esp. female) Are Critical	5
Flexible Schedules: Pre- and Post-doctorate	5
Assistance with Housework	5
Support Networks/Groups	4
Better Support Among Women	3
Part-time Options on Tenure-Track	3
Better Campus & Societal Support for Women	3
Supportive Administration	2
Learn to Manage Time: Be Well-Organized	2
Assistance with Employment for Male Spouses	2
More Active Recruiting of Women to Professsoriate	2